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ABSTRACT

In December 1973 the Connecticut School Library Association sent questionnaires on school libraries and media centers to the principals of all public schools in the state. The results indicated that while schools in Connecticut have improved markedly in the areas of facilities and materials, there is a woeful inadequacy in the area of personnel. Data on per capita holdings, media personnel, support personnel, volunteers, facilities, administrative techniques, and a list of schools are presented in tabular form. (Author/PF)

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REPORT OF THE SCHOOL DEVELOPMENT COMMITTEE

CONNECTICUT SCHOOL LIBRARY ASSOCIATION
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TABLE OF CONTENTS

		page
	PREFACE	ii
	DESCRIPTION OF RESPONSES to QUESTIONNAIRE	iii
I.	MATERIALS	1
II.	PERSONNEL	10
III.	FACILITIES	16
IV.	ORGANIZATION and ADMINISTRATION	18
V.	PROGRAM	21
	APPENDIX: SCHOOLS RESPONDING to QUESTIONNAIRE	25

PREFACE

This report has been prepared by the School Development Committee of the Connecticut School Library Association with the hope that it may assist educators who are responsible for providing media services in their schools to improve those services.

The range of per capita holdings, numbers of personnel employed, unique structural features, and various program and administrative ideas reported have been tallied and identified so that interested persons may make their own contacts with these schools for additional information or for permission to visit.

It must be kept in mind that the statistical information herein published is based solely upon the reports made by those persons responding to the CSLA questionnaire. The area of program, however, allowed for some additional in-put gathered from persons familiar with particular school programs. There will be regretable omissions, undoubtedly, but everyone is invited to provide up-dated information for intended revision of this report.

SCHOOL DEVELOPMENT COMMITTEE
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May, 1974

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DESCRIPTION OF RESPONSES TO QUESTIONNAIRE

In early December, 1973, the CSLA questionnaires, approved by School Principals Association and bearing the number Bd 272 Approved BEMF 11/73, were sent to principals in all public schools in Connecticut.

Responses were received from 52 senior high schools, 26 junior high and middle schools, and 77 elementary schools. By county, the representation was as follows:

County	Sr. High	Jr. High & Middle	Elementary
FAIRFIELD	12	9	28
HARTFORD	13	5	21
LITCHFIELD	4	1	3
MIDDLESEX	1	2	3
NEW HAVEN	11	7	14
NEW LONDON	5	2	5
TOLLAND	5	-	1
WINDHAM	2	-	2

Because there are no uniform grade placements within schools, or common school size, per capita computations have been used as often as possible to facilitate comparisons.

In some instances, information requested was not supplied. For this reason there will be variations in chart totals with response figures. For example, of 52 senior high schools responding, 7 gave no data on print holdings and an additional 9 failed to provide figures for non-print holdings. The committee decided to work with the statistics supplied rather than try to acquire additional data.

MATERIALS

College catalogs and descriptive brochures list the number of volumes in the library. The same is true of most private and parochial schools, especially those which are college preparatory institutions. In so doing they are obviously boasting about their proficiency as academic institutions. Many public school administrators ask for regular inventories of media center materials, but even those who do not actively seek growth statistics, are often required to provide those figures for grant applications, annual reports, community study groups, and other inquiries. Even when informed as to numbers of materials, however, altogether too few administrators, department chairmen, teachers, or board members, not to mention taxpayers, know the relationship of these materials to the curriculum and assignments. Too often only the students (and their parents who may have supplied transportation and money for purchase of needed materials) know whether or not there are enough materials to support course work properly.

New approaches to education, such as individual study programs, open schools and ungradedness, call for an even greater per pupil formula for purchase than ever before. The national standards of 1974 list the recommended numbers of software in the individual school as 20,000 items in the school or 40 items per capita, whichever is greater. Other materials listed on a per user basis include books (16-24), filmstrips (1-4), slides and transparencies (4-12), super 8 film (1-2), and audio recordings--disc, tape, etc. (3-4).

The responses to the questionnaire do not give detailed information regarding software collections, but many significant differences can be noted between schools. The following charts indicate holdings reported to the committee, and from these it may be observed that smaller schools do not consistently have the larger per capita holdings, and that in the senior high schools there is small correlation between size of the print and nonprint collections. The philosophy of the people responsible for the media center programs influence what is bought and ultimately used by the student. There is no support for the concept that a smaller student population needs a substantially smaller collection. Those students have the same size need for knowledge as do students in larger schools, and they frequently have fewer additional sources available within their community. The total body of knowledge is the same; the number of initial copies needed to cover it is the same for any size school. A number of duplicate copies of some titles may be needed for the larger schools.

ANALYSIS OF REPORTED HOLDINGS

Elementary Schools

Among the elementary schools reporting, 12 have 20 or more books per capita and 20 schools have 3 or more non-print items per capita in their collections.

PER CAPITA HOLDINGS IN ELEMENTARY SCHOOL MEDIA CENTERS

SCHOOL I.D. NO.	PRINT MATERIALS	SCHOOL I.D. NO.	NON-PRINT
56	29.90	46	27.25
45	26.28	63	15.38
71	25.28		
63	23.08	12	5.33
18	23.08	71	5.06
19	22.87	44	5.00
57	21.60	60	4.91
27	21.44	67	4.77
54	20.80	18	4.62
44	20.00	9	4.38
10	20.00	11	4.29
24	20.00	24	4.26
		47	3.96
		65	3.94
		27	3.89
		54	3.87
		16	3.80
		58	3.54
		70	3.43
		3	3.43
		72	3.33

An additional 16 elementary school media centers had between 15 and 19 books per capita, and 22 more had between 10 and 14 books per capita.

SCHOOL I.D. NO.	PRINT PER CAPITA	SCHOOL I.D. NO.	PRINT PER CAPITA
14	18.87	11	14.29
49	18.75	46	13.38
62	18.30	61	13.33
72	17.78	60	13.27
5	16.23	67	13.18
23	16.21	65	13.12
53	16.05	55	13.02
4	15.59	9	12.89
76	15.56	38	12.77
69	15.38	59	12.74
39	15.38	7	12.65
25	15.21	20	12.63
16	15.18	31	12.60
50	15.15	58	12.39
3	15.12	66	12.22
15	15.00	37	12.17
		12	11.65
		21	11.49
		13	11.44
		48	11.08
		36	10.67
		70	10.49

When the comparison of print and non-print materials is made for the elementary school media collections, 16 schools indicated 20% or more in non-print holdings. An additional 19 schools have between 15% and 19% of their collections in non-print materials.

RELATIONSHIP OF NON-PRINT TO TOTAL HOLDINGS IN ELEMENTARY SCHOOLS

SCHOOL I.D. NO.	20% or MORE	SCHOOL I.D. NO.	15% to 19%
46	67.1%	13	18.9
63	40.0	68	18.8
66	35.3	3	18.5
12	31.4	36	18.2
47	30.6	74	17.8
42	28.6	24	17.5
60	27.0	41	17.1
67	26.6	18	16.7
9	25.3	34	16.7
70	24.6	2	16.7
65	23.1	71	16.7
11	23.1	34	16.7
58	22.2	21	16.4
16	20.0	55	16.4
44	20.0	72	15.8
5	20.0	54	15.7
		23	15.5
		27	15.4
		69	15.4
		53	15.0

ANALYSIS OF MEDIA CENTER HOLDINGS: ELEMENTARY SCHOOLS

SCHOOL SIZE	NO. OF SCHOOLS	SIZE OF PRINT COLLECTION						RANGE OF PER CAPITA PRINT HOLDINGS						
		UP TO 3499	3500 4999	5000 6499	6500 7999	8000 9499	9500 UP	UP TO 4.99	5.00 7.49	7.50 9.99	10.00 12.49	12.50 14.99	15.00 17.49	17.50 UP
UP TO 199	2	49	71											49 71
200 to 399	17	21 55 77	12 46 22 53 24 54 31 59	27 62 39 63 50 65						22 77	12 21	31 59 46 65 55	39 50 53	24 62 27 63 54
400 to 599	39	29 32 42 74	28 36 51	3 47 7 48 20 61 34 66 35 67 37 70 75	4 38 9 58 11 60 15 76	5 44 10 57 16 72 23	14 19 45 56	74	29 32 42	28 51 34 47 35 75	36 58 37 66 48 70	7 38 9 60 11 61 20 67	3 16 4 23 5 76 15	10 45 14 57 19 56 44 72
600 to 799	8	33 41	2 43		13		18 25 69	33 41	2	43	13		25 69	18
800 UP	2		1			40		1		40				

ANALYSIS OF MEDIA CENTER HOLDINGS: ELEMENTARY SCHOOLS

SCHOOL SIZE	NO. OF SCHOOLS	SIZE OF NON-PRINT COLLECTION						RANGE OF PER CAPITA NON-PRINT HOLDINGS						
		NO REPORT	TO 999	1000 1999	2000 3999	4000 5999	6000 UP	NO REPORT	TO .99	1.00 2.49	2.50 3.99	4.00 5.49	5.50 6.99	7.00 UP
UP TO 199	2	49 71								49		71		
200 399	17	77	21 54 22 55 31 59 50 62 53	24 27 39 65	12	63	46	77	59	21 50 22 62 31	27 54 39 55 53 65	12 24		46 63
400 to 599	39	38 75 76	10 48 15 51 20 56 28 57 29 61 32 74 35	3 36 4 37 7 42 14 45 19 70 23 72 34	5 47 9 58 11 60 16 66 44 67			38 75 76	15 35 28 48 29 51 32 74	4 36 7 37 10 45 19 56 20 57 34 61	3 47 14 58 16 70 23 72 42	5 9 11 44 60 67	66	
600 to 799	8	69	2 41 33 43	13 25	18			69	33 41	2 25 43	13	18		
800 UP	2		1	40					1	40				

Junior High and Middle Schools

Among these schools, 15 provided more than ten books per capita, and 7 provided 3 or more pieces of non-print per capita. Of these, 5 schools (8,9,15,18,&21) were in both lists. Two additional schools very nearly provided ten books per capita. School 6 is a single grade (seven) school which may be of interest to educators pondering the effect of single grade housing on program.

PER CAPITA HOLDINGS IN JUNIOR HIGH AND MIDDLE SCHOOLS

Student Population: 901 or More			900 or Less		
SCHOOL I.D. NO.	PRINT	NON-PRINT	SCHOOL I.D. NO.	PRINT	NON-PRINT
5	17.39		2	19.18	
19	15.45		14	19.16	
21	14.00		23	18.57	
7	12.63		16	17.57	
8	10.64	10.64	15	16.77	
1	9.81	7.55	9	16.46	
			24	15.60	
			18	14.01	
			22	11.10	
			12	10.67	
			6	9.59	
			15		7.74
			21		5.30
			18		5.01
			10		5.00
			9		3.80
			14		2.96

Nine schools placed 20% or more of their total collection in non-print items. School 8 purposely established their new collection on a half print half non-print basis.

RELATIONSHIP OF NON-PRINT TO TOTAL HOLDINGS IN JR. HIGH & MIDDLE SCHOOLS

SCHOOL I.D. NO.	20% OR MORE
8	50%
1	43.5
10	37.5
15	31.6
21	27.5
18	26.3
4	23.9
9	18.8
13	17.6

ANALYSIS OF MEDIA CENTER HOLDINGS: JUNIOR HIGH AND MIDDLE SCHOOLS

SCHOOL SIZE	NO. OF SCHOOLS	SIZE OF PRINT COLLECTION						RANGE OF PER CAPITA PRINT HOLDINGS						
		UP TO 6499	6500 7999	8000 9499	9500 10999	11000 12499	12500 UP	UP TO 4.99	5.00 7.49	7.50 9.99	10.00 12.49	12.50 14.99	15.00 17.49	17.50 UP
UP TO 399	3		2 16 17											2 16 17
400 to 599	4	6	13 23			14				6 13				14 23
600 to 799	7	10		12 22	24	18	9 15			10	12 22	18	9 15	
800 to 999	7	3 26	11 20 25		8	7			3 26	11 20 25	8	7	24	
1000 UP	4						1, 5 19,21			1		21	5 19	
		SIZE OF NON-PRINT COLLECTION						RANGE OF PER CAPITA NON-PRINT HOLDINGS						
UP TO 399	3	17 16		2				17 16			2			
400 to 599	4		6 23	13 14					6	13 23	14			
600 to 799	7		24	12 22	9 10 18		15			12 22 24	9	18		10 15
800 to 999	7	11 20	3 26 25		7		8	11 20	3 25 26	7				8
1000 UP	4		19		5		1 21		19	5		21		1

Senior High Schools

Among high schools, 15 provided ten or more books per capita and 10 schools had three or more non-print items per capita. Of these schools, 9 of the 15 with high print per capita holdings were schools with over 1,000 student population. Six of the large schools were among those having the larger non-print holdings (3,4,5,9,25,35), but in only one instance (Greenwich) did the same school provide both print and non-print in these larger amounts. Of the schools with under 1,000 student population, three were among those schools providing larger per capita amounts of both print and non-print materials. (45,47,50)

PER CAPITA HOLDINGS IN SENIOR HIGH SCHOOLS

Student Population:	1,000 Or More			999 Or Less	
SCHOOL I.D. NO.	PRINT	NON-PRINT	SCHOOL I.D. NO.	PRINT	NON-PRINT
5	14.8		46	25.9	
28	13.2		50	17.2	
51	12.4		16	16.1	
8	12.0		47	12.3	
21	11.3		23	11.3	
33	11.3		15	10.6	
12	11.2				
45	10.5				
13	10.0				
3		7.55	50		3.43
5		5.56	35		3.34
35		5.12	46		3.14
4		5.00	47		3.08
9		3.33			
25		3.79			

When the relationship of non-print and print media was considered, 14 senior high schools indicated that 20% or more of their collection was non-print. Eleven (73%) were schools with over 1,000 population. In 6 instances these schools were not among those with the largest per capita print holdings (4,7,18,40,41,43). All but one had a per capita print collection of 5 or more. The median was 8.5 books per capita and 3.3 non-print items per capita.

RELATIONSHIP OF NON-PRINT TO TOTAL HOLDINGS IN SENIOR HIGH SCHOOLS

SCHOOL I.D. NO.	20% or More	SCHOOL I.D. NO.	20% or More
18	47.1%	43	29.4%
3	45.9	5	27.3
4	41.7	35	26.4
35	37.4	7	23.6
25	33.3	40	21.1
9	31.5	21	20.2
21	31.3	47	20.0

ANALYSIS OF MEDIA CENTER HOLDINGS: SENIOR HIGH SCHOOLS

SCHOOL SIZE	NO. OF SCHOOLS	SIZE OF PRINT COLLECTION						RANGE OF PER CAPITA PRINT HOLDINGS						
		UP TO 7999	8000 9499	9500 10999	11000 12499	12500 19999	20000 UP	UP TO 4.99	5.00 7.49	7.50 9.49	10.00 12.49	12.50 14.99	15.00 17.49	17.50 UP
UP TO 999	10	16,48 30,46 41	15,35 23,47			50			30 41	35 48	15 23 47		16 50	46
1000 1299	6	39		13 29	6	33 51		39	6 29	13 33 51				
1300 1599	6				24 42	8,28 17,45				17,42 24	8 45	28		
1600 1899	13	18	14 32 37		19 27	7, 36 12,40 25,52	21	14 18 32	19 27 37	7, 25,40 36,52	12 21			
1900 UP	10				49 20 43 49	1, 4 3, 9	2, 34 5,	20	1,43 4,49 9,	2 3 34	5			

SCHOOL SIZE	NO. OF SCHOOLS	SIZE OF NON-PRINT COLLECTION						RANGE OF PER CAPITA NON-PRINT HOLDINGS						
		NO REPORT	UP TO 999	1000 1999	2000 3999	4000 5999	6000 UP	NO REPORT	UP TO .99	1.00 2.49	2.50 3.99	4.00 5.49	5.50 6.99	7.00 UP
UP TO 999	10	15 23 30	16 46 48	41	35 47 50			15 23 30	16 48		35,47 41,50 46			
1000 1299	6	29	39	6,33 13	51			29	39	6,33 13,51				
1300 1599	6	24 42	28 45	8 17				24 42	8,45 28	17				
1600 1899	13	14 27	19 37	52	12 32	7,21 18,40	25 36	14 27	19,52 37	12,32 18	7,25 21,40	36		
1900 UP	10	34	1 20 49			2 43	3,5 4,9	34	1 20 49	2	9 43	4	5	3

PERSONNEL

Perhaps the least understood or appreciated factor in school media program is the need for sufficient trained personnel. The ratio of space to materials (print and non-print software plus hardware) to staff (professional, technical, and clerical) illustrates why an increase in any one of the components calls for a matching increase in the other two, if maximum educational value for the media center expenditure is to be realized.

To comprehend and interpret the results of the questionnaires, it is far more meaningful to view them in the light of what the national standards recommend rather than simply to compare one school to another.

Just as with other things in life, it is not what you have so much as what you do with it that really matters. The effectiveness of the media center program is proportional to the adequacy of staff; i.e., media specialists, media technicians, and media aides. The newly revised national standards for media programs on the district and school level state that:

> Recommendations for size of staff for the school media program are shaped by the following considerations:
>
> the need for professional, technical, and clerical staff whose competencies and tasks are complementary in nature;
>
> the need for a sufficient number of professional and support staff required to operate a media program;
>
> the number of users--students, teachers, and others--served by the school media program;
>
> other variables that influence media staff needs, such as instructional approaches and emphases; patterns of school organization; provision of satellite resource centers in addition to the main center; extent and scope of media program operations in such areas as television production and materials design and production; the extent of such services provided by the district media program; and the level of use of the media program and its resources.

Professional staff, consisting of the head of the school media program, other media specialists (as needed), and other media professionals (as needed), and other professionals (as needed), is sufficient in number and variety of competencies to insure that the media program is planned carefully and implemented fully; that resources for teaching and learning are selected wisely and are made easily accessible; and, most important, that individualized media services to students and teachers are provided in optimum measure.

Each school with an enrollment of 250 or fewer students needs a full-time media specialist who serves as head of the school media program. Additional professional staff members are required to respond to the needs of users in schools with larger enrollments and to provide a full range of media services. A ratio of one full-time media professional for every 250 students (or major fraction thereof) is needed to imple-

ment a fully developed media program, in most schools, based on analysis of tasks to be performed and the time required to perform them. This ratio, which is intended to guide rather than to prescribe levels of professional staffing, may require adjustment to the needs of a particular school. Needs in some schools may be smaller; for example, schools with enrollments exceeding 2,000 students may find it possible to achieve the necessary complement of professional competencies and satisfy user needs with professional staff at a ratio somewhat less than one professional for every 250 students. In other schools, the proportion of media specialists and other media professionals needed may be increased by such factors as the provision of satellite resource centers and emphasis placed on various media production services: graphics, radio, television.

The new Connecticut state certification for School Media Specialist which has been proposed by both CAVEA and CSLA calls for the following competencies therein implying the nature of the media center program expected in Connecticut schools:

To receive provisional certification to serve as a school media specialist, the applicant must. . . have the ability to:

1) Design, implement and evaluate media programs.*
*Media programs are here defined as all the instructional and other services furnished to students and teachers by a media center and its staff.

2) Evaluate, select, acquire, organize, produce, and retrieve media.*
*Media is here defined as printed and AV forms of communication and their accompanying technology.

3) Teach students, staff, and faculty to utilize media and its accompanying technology by applying valid instructional methods and techniques.

4) Contribute effectively to curriculum development, improvement, and/or change.

5) Involve faculty, students, and community in the media center program.

6) Assist the student in the interpretation of content and intent of print and non-print materials.

7) Apply principles of administration and supervision for the effective leadership and operation of the media center program.

8) Formulate the educational specifications and contribute to the design of school media facilities.

9) Participate in the educational process both as a specialist in media and a generalist in education.

While schools of Connecticut have improved markedly in the areas of facilities and materials so that many approach the recommendations of the 1969 standards (both state and national), there is a woeful inadequacy in the area of personnel. Statistics indicating the number and type of personnel employed by schools responding to the questionnaire follow.

ELEMENTARY SCHOOL MEDIA PERSONNEL REPORTED ON QUESTIONNAIRES

The range of the number of persons employed in elementary school media centers is from none (and having no center) to three (2 professionals and 1 non-professional) in schools 27 and 63. Two schools, 50 and 11, employed 2.5 people, and sixteen schools employ two (1 professional and 1 non-professional). These include schools 10,18,19,25,31,39,45,47,53, 54,55,58,60,69,75,77.

The range of students served on a per capita per paid employee basis is 85 students in school 27 and 87 students in school 63, to 960 students in school 40 where there is a lone professional with no mention of support.

JUNIOR HIGH & MIDDLE SCHOOL MEDIA PERSONNEL REPORTED ON QUESTIONNAIRES

The range of the number of persons employed in junior high and middle school media centers is from 1 to 7. All of these schools had at least a half-time media professional supported by one non-professional (4,6,16, 17). Schools 11,23,24 employed one full-time professional but provided no support personnel. Seven schools employed two professionals plus varying numbers of support personnel (1,5,7,13,15,18,21).

The range of students served on a per capita per paid employee basis is from 111 in school 15 to 822 students in school 11.

NUMBER OF EMPLOYEES	NUMBER OF SCHOOLS	IDENTIFICATION NO. OF SCHOOLS	CORRESPONDING PER CAPITA SERVED PER EMPLOYEE
7	1	15	111
5	1	1	265
4	3	13,5,21	225,250,259
3	5	2,18,20,25,7	122,262,273,297,317
2.5	2	10,26	240,328
2	6	14,12,9,8,3,19	287,375,395,470,475,550
1.5	5	6,22,4,16,17	361,517,--,--,--
1	3	23,24,11	430,640,822

SENIOR HIGH SCHOOL MEDIA PERSONNEL REPORTED ON QUESTIONNAIRES

The range of the number of paid personnel in high school media centers is from 1 to 13. The range of students served on a per capita per paid employee basis is from 208 students in school 5 to 1,257 students in school 1. School 14 had a per capita of 1,220 and school 32 had a per capita of 925 students.

All senior high schools reporting had at least 1 professional in the media center. One had 8 (5) and three had 4 (2,3,9). One had 3.5 (10) and six had 3 (4,8,11,25,38,40).

NUMBER OF EMPLOYEES	NUMBER OF SCHOOLS	IDENTIFICATION NO. OF SCHOOLS	CORRESPONDING PER CAPITA SERVED PER EMPLOYEE
13	1	5	208
8.5	1	10	167
7.5	1	3	267,333,333,337,417
6.0	5	12,4,11,2,9	296,318
5.5	2	19,30	320,340,370
5.0	3	40,37,25	400,444
4.5	2	27,49	233,313,375,413,425,575,600
4.0	7	50,51,8,7,52,34,20	329,414
3.5	2	33,24	325,473,500,567,600,667
3.0	6	35,45,38,18,20,43	286,500,740
2.5	3	48,6,21	288,325,377,400,500,600
2.0	11	26,47,31,23,13,39, 29,42,28,32,1	600,650,700,925,1,257
1.5	3	16,15,14	309,533,1,220
1.0	2	41,30	550,900

SUPPORT STAFF

The support staff which consists of media technicians and media aides makes it possible for the media specialists to concentrate their time and effort on professional services and activities, creative and catalytic enterprises. Differentiated staffing of this sort provides the greatest efficiency and economy. The 1974 national standards describe the media technician and media aide as follows:

> Support staff, consisting of media technicians and media aides who work under the direction of media professionals, is sufficient in size and in variety of competencies to insure that the media program is operated efficiently, that the technical and clerical skills required to perform particular media services are available as needed, and that the time of media professionals is not usurped to perform support-level tasks.
>
> Each school with an enrollment of 250 needs a full-time media aide, and, in most cases, a full-time media technician. Additional tech-

nicians and aides are required to respond to the needs of users in schools with larger enrollments and to provide a full range of services. A ratio of two full-time support staff members for every 250 students (or major fraction thereof)[and one professional] is needed to implement a fully developed media program, in most schools, based on analysis of the tasks to be performed and the time required to perform them. This ratio, intended to guide rather than to prescribe levels of support staffing, may require adjustment to respond to the needs of a particular school. For example, the proportion of media technicians to media aides may be influenced by the emphasis on the nature of given types of media production services, the extent of such services provided by the district, and the degree of student involvement in media production. Provision of satellite resource centers increases needs for clerical staffing.

The Connecticut Standards for School Media Programs (1969) recommend 2 support persons (and 1 media specialist) for each 250 students. Since there was no place on the questionnaire to identify types of support personnel in line with differentiated task requirements, they have been listed as a single category: Support Personnel.

In elementary schools, support personnel was limited. It was discussed above along with professional personnel. In junior high and middle schools support personnel ranged from 0 to 5 persons; in senior high from 0 to 5.

SUPPORT PERSONNEL EMPLOYED IN JUNIOR HIGH & MIDDLE SCHOOLS

NUMBER OF SUPPORT PERSONNEL	NUMBER OF SCHOOLS	IDENTIFICATION OF SCHOOLS
5	1	15
3	1	1
2	6	2,5,13,20,21,25
1.5	3	10,16,17
1.0	13	3,6,7,4,8,9,11,12,14,18, 19,24,26
0.5	1	22
0.0	1	23

SUPPORT PERSONNEL EMPLOYED IN SENIOR HIGH SCHOOLS

NUMBER OF SUPPORT PERSONNEL	NUMBER OF SCHOOLS	IDENTIFICATION OF SCHOOLS
5	1	5
4	1	12
3.5	1	3
3.0	4	4,11,36,37
2.5	3	24,27,49
2.0	16	2,7,9,17,18,19,20,25, 34,35,40,43,45,50,51,52
1.5	6	6,19,21,33,48,49
1.0	9	8,13,23,28,29,31,39,42,47
0.5	3	14,15,21
0.0	7	1,10,26,30,32,38,41

VOLUNTEERS

Volunteers are an essential part of many media center programs. Indeed, they appear to be the mainstay of many programs, including those where professional assistance is the greatest. The volunteers allow for extension of program, either through their own skills or by relieving professionals of routine duty so that more teaching and promotional or catalytic work can be done Either way, the educational return from the media center is increased and the children are the beneficiaries. In some schools student help appears to be effective.

SCHOOLS MAKING EXTENSIVE USE OF VOLUNTEERS (* Indicates greatest usage)

TYPE OF SCHOOL	ADULT VOLUNTEERS	STUDENT VOLUNTEERS
Elementary	17,19,20*,22*, 25,33*, 41,42*,43*,44,58,59, 68*,69,73,74*,77*	17,28,44,47,58,59
Jr. High & Middle	2*,3,5*,6,7*,8*,9*,11, 12*,14,22,25,26	2,5,11,20*
Senior High	2,3*,4,5*,6,7*,8,9,19, 25,30,33,38	1,2,7,10,11,14,15,17, 19,25,28,36,37,40,41, 42,51

The recruiting of adult volunteers is an important undertaking. It was reported by junior high school 5 and senior high school 7 that this responsibility is a function of the PTA. In these schools the volunteers are selected and scheduled by the volunteer coordinator, but training of the volunteers was left to the media center personnel.

In two elementary schools, 10 and 16, this same plan was used. However, in the latter school the media specialist chooses the coordinator of volunteers herself. In schools 19 and 24 there are story hours held for children entering kindergarten, and their mothers are invited to come along for a get-together of their own at which time recruiting of volunteers is done. School 44 provides a playpen which is often occupied by the youngest children of volunteers who are on duty. School 30 indicated that they had a special training program for volunteers, and at school 46 recruitment questionnaires are used. At school 9 volunteers read stories into cassettes for the media center listening program.

SUPERVISORY TEACHER ASSIGNMENTS

In some schools (senior highs 23,20,17,32 and junior highs 19 and 10), teachers are assigned time in the media center in lieu of other supervisory assignments. Usually their duties are supervisory, but this also frees the media specialist for more creative educational endeavors.

Another approach is to assign classroom teachers to the media center to assist students with questions in their particular discipline. This is done in senior high school 5.

FACILITIES

According to the publications department of the ALA, the professional group that buys the most copies of the standards is not educational administrators, but architects. It would appear that the architects value the recommendations of AASL and AECT more than those colleagues of the media specialist upon whose support rests the outcome of the facilities which are being designed. A major precept for school architects is that form follows function and yet all too seldom are they given the <u>educational</u> specifications for a media center. If they meet with the media specialist who will be teaching in that media center, it is almost always after the limitations of space have been established. Frequently the plans for the kind, number and placement of the furniture and shelving have been set without any consultation with a media specialist, and they have been adopted rather unselectively from a lay-out done by the salesman of a library furniture supply house.

While it is true that adequate facilities do not guarantee a fine media program, it is equally true that inadequate facilities hamper, cramp, and constrain the program. Since the early 60's innovations in education are mandating larger and better stocked media centers to accomodate the individual differences and needs of students.

State and national standards make some recommendations in terms of what types of areas are needed, their relationships and special considerations, and space allocations in terms of an enrollment, per person, or staff basis. Furniture, flooring, lighting, accoustics and the like are barely touched upon. Only schools which subscribe to and/or pay for the specific services of evaluation agencies can get the benefit of their comparative studies.

Many designs which are handsome in artists' renderings present insurmountable problems to a functioning media center program. Beware lighting which illuminates only the top shelves in the stacks, too many entrances and exits, walls which bounce sound so that small group or seminar areas magnify low voices into shouts, multiangular and curving walls which complicate easy rearrangement to accompany expansion of program. Other difficulties brought about by the building, such as blind spots and multilevel floors or balconies, can be overcome only by employing additional personnel. A handsome and practical approach to having a variety of floor levels is the tiered or ramped floor.

Faculty and students should accompany building committee members on visits to other schools to evaluate new and/or remodeled media centers. Media specialists are eager to share their opinions about the good and bad of their floor plans and equipment to avoid repetition of undesirable installations.

SCHOOLS WHERE VARIOUS TYPES OF FACILITIES MAY BE SEEN

Media center on two floors: Foran High School, Milford; Greenwich High School; Wilton High School; Stamford High School; Newington High School; Canton High School; Maloney High School, Meriden.

Media center on three floors: East Ridge Junior High School, Ridgefield; Jefferson Elementary School, Norwalk; Enfield High School.

Ramped floor to levels: New Canaan High School.

Balconies in media centers: East Ridge Junior High School, Ridgefield; Trumbull High School; Coleytown Junior High School, Westport; Wethersfield High School.

Lighting: The respondent from Bristol Central High School indicated that they were especially pleased with their lighting.

Security systems: Darien High School; Ridgefield High School.

Circular construction: Library, Jr. High 8; School, Jr. High 10.

Newer schools (built within the last 3 years): Elementary, North Center School, Southington; Southeast School, Newington; Charles Wright School, Wethersfield; Windham Center School, Windham. Junior High and Middle, Clark Lane Jr. High, Waterford; Catherin M. McGee Middle School, Berlin; Fowler School, Shelton. Senior High, Newtown High School; Southington High School; Daniel Hand High School, Madison; Roger Ludlowe High School (Media Center), Fairfield; Wilton High School.

Remodeled facilities: Elementary schools, 4(old auditorium),6,7(courtyard enclosed),57 (expanding), 65(shower room), 75 (basement); Junior High schools, 7(AV production center),12,19(teachers' workroom),3,24; Senior high schools, 23 (unique shape),32, and Suffield High School.

Open space school and/or program: Elementary schools, 40,32,47,56,60, 72,77; Junior high school,20.

Theater in the round in MC: Junior high, 12.

ORGANIZATION AND ADMINISTRATION

The manner in which a media center is organized and administered is directly related to the manner in which the media center becomes an integral part of the school's educational program. There is no one plan of organization for all media centers, but rather each media center may develop a pattern quite different from other observable patterns but which is effective in that center. The criteria in every instance must be care for accessibility to materials and services for both teachers and students.

The organization of resources which provides the greatest accessibility for the patrons is one that combines the print and non-print media in one central location and that provides access through a combined central catalog. In most media centers the print resources are shelved on book shelves and the non-print resources are housed in suitable cabinets and special shelves. There are a few centers, it will be noted below, in which all media are placed together on open shelving. A decision to do the latter needs to be carefully considered for it has many ramifications for future development and control of materials--some of which are not as practical as the literature might indicate.

The media center should be open during the entire school day as well as before and after school for those students and teachers who cannot get to the center during the day. As the resources increase and involvement with the educational program heightens, serious consideration must be given to keeping the media center open for student use in the evenings and on weekends. It is possible to organize professional and non-professional staff--full and part-time--in such a way that the added hours of opening can be provided without lessening the effectiveness of personnel and program. Many schools extend their usefulness by allowing all resources, including reference materials, to circulate at least for over night use.

A certain amount of paper work is necessary in the efficient administration of a media center, but, like all administrivia, it must be kept to a minimum. A simple media evaluation form which may be used by students and faculty can be very helpful to the media center staff in the final evaluation of new and presently owned media. Such a form provides the user an opportunity to evaluate the media in relationship to its actual use and also involves the user in the development of the center's resources. Such participation has to be encouraged and urged--it will not just happen. Another form, which if kept simple, can help in administration of the media center is a student assignment sheet to be used by either teachers or students. If used with regularity it keeps the staff of the center always alert to what areas of study are currently being pursued and the emphasis of any particular assignment. Further participation in the development of the media center can be invited by providing a complaint form to be filled out when either the student or teacher fails to find needed materials. If introduced to the users in a positive and open manner, it should not become a Pandora's box, but should provide valuable insights into the needs of the students and teachers.

There seems to be no one answer to the pass system which prevails in most secondary schools. If use of the media center is to be encouraged and fostered, then the need for a pass to come to the center must be eliminated or the acquiring of a pass made so easy that it does not hinder the students' access to the center. A simple sign-in procedure, used by some schools, provides the control wanted by school administrators, and, at the same time, relatively easy access for the students to the media center.

Organization of staff in the media center can be crucial to the effectiveness of the center. Unfortunately, most media centers do not have enough staff to meet all the demands put upon it. This, of course, necessitates setting priorities and using available staff in the most effective way. If there is more than one professional, particularly at the secondary level, one pattern of organization possible is the assigning staff by disciplines. In this way each staff member has well-defined responsibilities and can be so identified by students and faculty working in a given discipline. Classroom teachers assigned to the media center also have proved to be an effective way of adding expertise for students who are working in the center. Such use of teachers also serves to bring the faculty into the media center and to make them aware of its resources, services, and problems. Whatever pattern appears best, it is necessary that the media center personnel be organized in such a manner that service to students and teachers is the first consideration and that all other responsibilities are designed to effectively provide that service. It is also important that the professional understand that not all tasks in the media center are ones to be performed by the professional. Carefully trained non-professionals can do much more than sit at the circulation desk and/or shelve books, thus relieving the professional to fulfill the truly professional responsibilities to students and teachers within and without the media center.

SCHOOLS REPORTING ADMINISTRATIVE TECHNIQUES:

Forms: Junior high schools, 5 (media evaluation),4(student assignment sheet); Senior high schools, 25 (complaint slip filled out when material is not available and used for monthly ordering), 7 (uses clipboard on card catalog for same purpose).

Inter-filing of materials on shelves: Elementary schools, 7,57; Senior high schools, 6,14.

Administering program in multiple schools: Elementary schools, 35.

Media center open nights: Senior high schools, 5, 12(also weekends).

No study halls: Junior high schools, 25.

Overdues: Junior high school 5 and Senior high school 7 (single weekly due date). Senior high school 7 uses Sysdak charge-out machinery and keeps borrowers' cards at the charge-out desk. Instead of writing overdues, the borrowers' card is clipped restricting borrowing until the

overdue situation is in hand. One elementary school uses bar graphs showing the amount of overdues in each classroom for about three weeks at a time when the situation has become excessive.

Staff assigned by discipline: Elementary schools, 35; Senior high schools, 9,5,10,11(Teacher's assigned in have desks in media center). Junior high school 25 indicated interesting use of personnel.

Help offered regarding PPBS: Elementary schoo1 35; Senior high schools 5 and 33.

Released time for media specialists to meet together: Senior high 33.

Centralized processing: Elementary school 56; Senior high school 33.

Satellite centers: Junior high school 9.

Towns using system level supervision of media services: Avon, Bridgeport, Bristol, Danbury, Danielson, East Lyme, Enfield, Fairfield, Guilford, Hartford, Litchfield, Milford, New Canaan, New London, Newington, Norwalk, Oakdale, Rockville, Southington, Stamford, Stratford, Trumbull, Wallingford, Washington, West Hartford, Willimantic.

PROGRAM

The school media program must be planned and developed as an integral part of the educational program of the school. It requires a working blueprint which relates media services, facilities, and resources to the overall educational program. The media program which is both educationally effective and efficient is designed to synchronize media service with the developmental needs of the educational program and individual students.

Direct involvement of the media center in the teaching and learning program has brought about its functioning as a learning laboratory where the use of resources, facilities and services is purposeful and directly related to the total teaching and learning program. Such direct involvment of the school media center in the teaching and learning program has effectively changed the status of the media specialist from passive spectator to active participant in the educational milieu. Today's school media specialist is a teacher because of training, certification and role. That person's responsibility goes beyond organizing and maintaining the collection and includes planning cooperatively with teachers and working directly with students. According to Davies writing in The School Library As a Force For Educational Excellence, "Today's librarian serves in the triple capacity of team teacher, media programming engineer, and curriculum energizer."

Students must gain knowledge of search and organizational skills which are needed for solving creatively and effectively the problems they will encounter throughout life. The real test of the effectiveness of the skills program will come when the student applies these skills to future problems.

STUDY AND SEARCH SKILLS

To the extent that individualized and independent study increase as methods of learning, the need to become knowledgable early about study and search skills also increases. The trend appears to be away from formalized class or group instruction toward learning stations and complete individualization of instruction. Regardless of this trend, two very necessary supportive elements are required. These skills are best learned integrated with classroom activity, and to the extent that search and study skills are a part of the approved curriculum, exposure to them will be insured for every child. Without the support of the Board of Education, too often changes in personnel cause a fine program to be lost. To provide a program for every child, there must be total cooperation and dedication at all levels among those responsible for providing the local educational program. A stated philosophy regarding the intended use of the media center and a board approved curriculum are basic starting points.

Many commercial materials are available to aid in teaching study and search skills, but nothing will fit one's own media center as well as those created on the scene. The most important element is that academic need for these skills be experienced by the students. This is quite largely the responsibility of the classroom teacher.

Examples of materials helpful in teaching skills include AV Instructional Materials Manual by James Brown and Richard Lewis; Planning And Producing Audiovisual Materials by Jerrold Kemp; Library Orientation Syllabus by Janet Bohlool, which uses a traditional approach with worksheets; Learning to Use the Library: A Weekly Reader Study Skills Series by Bernard Schlesinger and Patricia Jensen, which employs a cartoon character; Teaching Study Skills by Marian Crawford, which is amanual for the teacher; and The "Now" Library: A Stations Approach Media Center Teaching Kit by Mary Margrabe, which has plans for developing learning stations in either the classroom or the media center.

Schools where the respondee indicated on the questionnaire that teaching search and study skills was an important part of their media center program include the following:

Senior High Schools: 40, which uses a slide and tape presentation for both teachers and students; and 24 and 7 which mentioned video taped orientation programs.

It is known that Darien High School successfully uses mimeographed instructional "how to" bibliographies for curricular topics that are asked for frequently. These use the same approach as the learning station, and classroom teachers can distribut copies to students as needed. This fits in well with either class group or individualized work.

A senior English elective quarter course, "Advanced Reference Techniques," is offered by school 7. The course is given a different period each quarter so that as many students as possible may elect it.

Hardware and production: Schools indicating special attention being given to teaching the use of hardware and production include elementary schools 1,7,11,13,14,21,23,39,40 (Fri. p.m. workshops), 42,46,53,57,74; junior high and middle schools 2,5,10,11,12,15,21,25; and senior high schools 3,21(TV),7(TV),12(TV & production),4, 32.

Skills instruction: Those schools indicating stress on skills instruction include elementary schools 2,3,11,14,36,45,54,55,58,65; junior high and middle schools 2,9(team teaching),12,14,18,25; and senior high schools 17,24,41.

DIVERSIFIED PROGRAM ACTIVITIES

Statistics which indicate the holdings or the number of people who pass through the media center door or those who teach and work there mean little in comparison with the type program that is provided within the media center and out in the classrooms. It was pointed out repeatedly by those responding to the questionnaire that they recognized the shortcomings of their particular situations, but that program is the true test of what the media center means educationally and they were intent upon providing the most comprehensive service possible. The catalystic contributions of the media specialist are by far the most important function of the true professional.

Respondees' suggestions of program ideas worth sharing include the following:

Use of older students with younger students: In most instances this type of activity involved reading or telling stories (Ele. 14,71,76), or presenting plays (Ele. 51). Tutoring can be done at all levels. At senior high school 7 the Honor Society members use media center conference rooms as a base for their tutoring activities.

Paperback reading program: Many school reading teachers provide special reading programs involving paperbacks, but at elementary school 11 the media specialist conducts a lively paperback reading program.

Microform program: Some elementary schools are becoming interested in microfiche programs such as the XEDIA program used at Dr. Langford Elementary School in East Hartford. On the secondary level a number of schools are making use of the ERIC documents on microfiche (Danbury) and others have long been enjoying the benefits of microfilmed collections of the New York Times, Christian Science Monitor, and numerous periodicals. Included are schools 3,5,7,15,21,25,34,35,47,50.

Wireless: Headsets (free of a plug) which permit student listening to information controlled by the adult are used in elementary schools 3,13, 46,65.

Dial access: Schools listing dial access retrieval systems (in various stages of development) include elementary schools 44,77 and senior high schools 11,12,25,52.

Book catalogs: Senior high school 24 reported using book catalogs which are placed in department offices or are available for teachers to take home in addition to maintaining the card catalog in the media center. [Most schools reporting (60 elementary schools, 10 junior high and middle schools, and 41 senior high schools) have both print and non-print items cataloged together in the card catalog.]

Special education classes: Junior high school 5 permits these children to have exclusive use of the facilities at certain times after having found them over-powered by large groups. Elementary schools 9,20,45,46 also mentioned special education classes in their reports.

Handbooks: Junior high school 24 and senior high schools 25,32 publish handbooks for students. Senior high school 7 uses a folder for students in which papers may be filed, and the rules of the school, including the suggestions about using the media center, are printed.

Community resource file: Lists of resource people and places to visit play an important role in independent and off-campus learning. Senior high schools 33 and 7 both produce such aides.

Muzak: Junior high school 5 plays taped music in the media center and this practice has been well received by both students and faculty.

Book talks: Junior high school 2 presents book talks for students by teachers.

Field trip "preview:" Elementary school 46 makes sure slides and tapes are made when a class visits a site for the first time. These then become tools to help teachers and students to prepare for future visits to the same places. They believe that better results are obtained from the field trips by using this approach.

Film a week: Senior high school 36 presents a weekly viewing of a film in the media center. Elementary school 46 has weekly multimedia story times with the range from video tape to puppets. They also present film festivals periodically.

Reading lists prepared by students: Junior high school 5 produces book lists in the industrial arts department using various foldings and type styles. Senior high school 28 also provides student produced reading lists, and school 36 distributes various lists. Some elementary schools create booklists and bookmarks which are designed by the students and produced by teachers when necessary.

Display programs: Promotion of the use of materials is an important part of the media center program. Involvement bulletin boards are catching on replacing those meant merely for decoration. Schools listing display programs include elementary 56,67,76 and senior high schools 37 (departmentalized approach), 35,10,7. Elementary school 20 presents an international festival annually and there are numerous displays associated with it. A book fair in which students in grades 4 through 9 make illustrations for a favorite book and visit other classrooms to tell about the story or content takes place in 25, and 32 has an art gallery (also a greenhouse) for students.

Independent study emphasis: Senior high schools engage in credit allowances for independent study projects. Elementary schools mentioning emphasis on independence include 3,5,11,18,14,39,48,54,55,60,65.

Experimental or special programs: Curricular revision leads to the development of new programs. Senior high school 9 has a social studies course, 35 works with the handicapped, 17 finds a variety of quarter courses demand increased support from the media center, 7 includes a senior English elective in reference techniques, and 2 has developed a Right to Read project.

Faculty newsletters: Senior high schools 9,17,16 produce them.

Previewing plans: Senior high schools who like their approaches include 9,13,24,35,40(departmental workshops),41(faculty openhouse).

Faculty cooperation: The closer the teachers and media center personnel work together, the better the educational program is likely to be. Schools that mentioned especially close cooperation included elementary schools 3,9,18,39,53,56; junior high and middle schools 5,11,8,21,25; and senior high schools 11,14,17,24(free coffee and an icebox),25(free coffee),33,35,37,51.

APPENDIX: SCHOOLS RESPONDING TO THE QUESTIONNAIRE

Elementary Schools

Fairfield County:

1 Bridgeport, Maplewood, K-8
2 Brookfield, Whisconier, K-5
3 Darien, Hollow Tree, K-6
4 _____, Holmes, K-5
5 _____, Ox Ridge, K-5
6 Fairfield, McKinley, __
7 _____, Riverfield, K-6
8 _____, Oldfield, __
9 _____, Osborn Hill, K-6
10 Greenwich, Parkway, K-6
11 New Canaan, Center, K-6
12 Norwalk, Jefferson, K-5
13 Redding, Redding E., K-4
14 Ridgefield, Farmingville, K-5
15 _____, Scotland, K-5
16 _____, Ridgebury, K-6
17 Stamford, Franklin, K-6
18 _____, Riverbank, K-6
19 _____, Willard, Pre K-6
20 Stratford, Eli Whitney, K-6
21 _____, Lordship, K-6
22 _____, Wilcoxson, K-6
23 Trumbull, Booth Hill, K-6
24 _____, Long Hill, K-6
25 _____, Tashua, K-6
26 Westport, Bedford, 1-6
27 Wilton, Angeline Post, 2-4
28 _____, Strong Comstock, K-1

Hartford County:

29 Bristol, Mountain View, K-6
30 E. Hartford, Jos. O. Goodwin, K-5
31 _____, Mayberry, K-5
32 _____, Langford, K-5
33 Enfield, Henry Barnard, K-6
34 Manchester, Robertson, K-5
35 _____, Waddell School, K-6
36 Newington, Eliz. Green, K-5
37 _____, Elm Hill, K-5
38 _____, Southeast, K-5
39 Rocky Hill, Myrtle Stevens, K-4
40 Simsbury, Squadron Line, K-6
41 Southington, Flanders, K-5
42 _____, North Center, K-6
43 _____, West Ridge, K-5
44 W. Hartford, Flo. E. Smith, K-6
45 _____, Webster Hill, K-6
46 Wethersvield, Charles Wright, K-6
47 _____, Highcrest, K-6
48 Windsor, Clover Street, K-6
49 _____, Deerfield, PSLD-6

Litchfield County:

50 Bantam, Bantam School, 4-5
51 Pleasant Valley, Barkhamsted, K-6
52 W. Cornwall, Cornwall Cons., K-8

Middlesex County:

53 Durham, Korn School, 3-5
54 Middlefield, Chestnut Hill, 3-5
55 _____, Center School, K-4

New Haven County:

56 Guilford, A.W. Cox, K-
57 _____, Guilford Lakes, K-5
58 Hamden, Shepherd Glen, K-6
59 _____, Wintergreen, K-6
60 _____, Ridge Hill, K-6
61 Milford, Point Beach, K-8
62 _____, West Main Street, K-8
63 New Haven, Helene Grant, K-4
64 North Haven, Temple St., K-6
65 Orange, High Plains, K-6
66 _____, Peck Place, K-6
67 _____, Turkey Hill, K-6
68 Wallingford, Pond Hill, K-5
69 Woodbridge, Beecher School, 3-6

New London County:

70 Groton, Mary Morrison, K-6
71 Mystic, Freeman Hathaway, K-6
72 New London, Winthrop, K-6
73 Voluntown, Voluntown Ele., K-8
74 Waterford, Cohanzie School, K-6

Tolland County:

75 Rockville, Maple Street, K-5

Windham County:

76 Pomfret Center, Pomfret Community, K-8
77 Windham, Windham Center, K-5

Junior High & Middle Schools

Fairfield County:
1 Bridgeport, East Side Middle, 6-8
2 Easton, Helen Keller Middle, 6-8
3 Fairfield, F'ld Woods Jr. High, 7-8
4 Norwalk, Roton Middle, 6-8
5 Ridgefield, East Ridge Jr. High, 7-8
6 Shelton, Fowler School, 7
7 Stamford, Cloonan Middle, 7-8
8 Stratford, Harry B. Flood Jr. Hi, 7-9
9 Wilton, West Campus Middle, 7-8

Hartford County:
10 Avon, Avon Middle, 6-8
11 Berlin, Catherine McGee Middle, 6-8
12 Newington, Martin Kellogg Middle, 6-8
13 Southington, Jos. A. DePaolo Jr. Hi, 7-9
14 W. Hartford, Talcott Jr. High, 7-9

Litchfield County:
15 Washington, Shepaugh Regional, 5-12

Middlesex County:
16 Durham, Strong School, 6-8
17 Middlefield, Memorial School, 6-8
18 Cheshire, Dodd Jr. High, 7-8

New Haven County:
19 Hamden, Sleeping Giant Jr. Hi, 7-9
20 Madison, Dr. Rob't Brown School, 6-8
21 North Haven, Orchard Hill Jr. High, 7-8
22 Wallingford, Hammarskjold Middle, 6-8
23 _____, Rob't Earley Middle, 6-8
24 West Haven, Dr. C.C. Giannotti Middle, 6-8

New London County:
25 East Lyme, East Lyme Jr. High, 6-8
26 Waterford, Clark Lane Jr. High, 7-8

Senior High Schools

Fairfield County:
1 Bridgeport, Central, 9-12
2 Danbury, Danbury, 10-12
3 Fairfield, Roger Ludlowe, 9-12
4 _____, Andrew Warde, 9-12
5 Greenwich, Greenwich, 10-12
6 Newtown, Newtown, 9-12
7 Ridgefield, Ridgefield, 9-12
8 Stamford, Rippowam, 9-12
9 _____, Stamford, 9-12
10 _____, Westhill, 9-12
11 Trumbull, Trumbull, 10-12
12 Wilton, Wilton, 9-12

Hartford County:
13 Bloomfield, Bloomfield, 10-12
14 Bristol, Bristol Central, 9-12
15 Collinsville, Canton, 7-12
16 East Granby, E. Granby Jr.-Sr. 7-12
17 Enfield, Enfield, 10-12
18 _____, Fermi, 10-12
19 Hartford, Bulkeley, 9-12
20 _____, Hartford Public, 9-12
21 Simsbury, Simsbury, 9-12
22 Southington, Southington, 10-12
23 Suffield, Suffield, 9-12
24 Wethersfield, Wethersfield, 10-12
25. West Hartford, Wm. Hall, 9-12

Litchfield County:
26 Litchfield, Litchfield, 9-12
27 Torrington, Torrington, 9-12
28 Watertown, Watertown, 9-12
29 Winsted, Northeast Regional, 7-12

Middlesex County:
30 Middletown, Woodrow Wilson, 9-12

New Haven County:
31 Derby, Derby, 9-12
32 East Haven, East Haven, 9-12
33 Guilford, Guilford, 9-12
34 Hamden, Hamden, 10-12
35 Madison, Daniel Hand, 9-12
36 Meriden, Maloney, 9-12
37 _____, Platt, 9-12
38 Milford, Jos. A. Foran, 9-12
39 Wallingford, Mark T. Sheehan, 9-12
40 Woodbridge, Amity Regional, 10-12

New London County:
41 Jewett City, Griswold, 9-12
42 New London, New London, 9-12
43 Oakdale, Montville, 7-12
44 Pawcatuck, Stonington, __
45 Waterford, Waterford, 9-12

Tolland County:
46 Bolton, Bolton, 9-12
47 Coventry, Coventry, 9-12
48 Ellington, Ellington, 9-12
49 Rockville, Rockville, 9-12
50 Storrs, E. O. Smith, 9-12

Windham County:
51 Danielson, Killingly, 9-12
52 Willimantic, Windham, 9-12